

M S Bailey Elementary

625 Elizabeth Street
Clinton, SC 29325

Grades	PK-5 Elementary School	
Enrollment	247 Students	
Principal	Maureen S. Tiller	864-833-0836
Superintendent	John S. Taylor, Interim Superintendent	864-833-0800
Board Chair	Myron (Buddy) Hunt	864-833-5773

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	21	82	40

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 12 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Unsatisfactory	No
2004	Below Average	Average	No
2005	Below Average	Below Average	No
2006	Below Average	Unsatisfactory	No

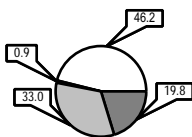
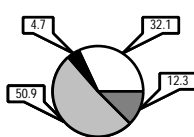
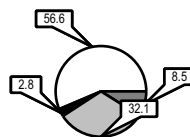
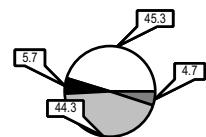
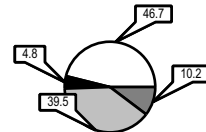
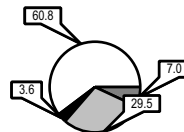
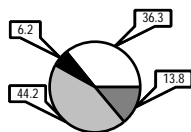
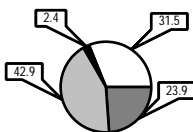
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	119	100.0	46.2	33.0	19.8	0.9	25.5	No	Yes
Gender									
Male	55	100.0	65.3	16.3	18.4	0.0	20.4	N/A	N/A
Female	64	100.0	29.8	47.4	21.1	1.8	29.8	N/A	N/A
Racial/Ethnic Group									
White	41	100.0	41.0	35.9	23.1	0.0	25.6	I/S	Yes
African American	76	100.0	49.3	31.3	17.9	1.5	25.4	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	86	100.0	29.3	45.3	24.0	1.3	32.0	N/A	N/A
Disabled	33	100.0	87.1	3.2	9.7	0.0	9.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	119	100.0	46.2	33.0	19.8	0.9	25.5	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	119	100.0	46.2	33.0	19.8	0.9	25.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	96	100.0	50.6	35.3	14.1	0.0	20.0	No	Yes
Full-pay meals	22	100.0	28.6	23.8	42.9	4.8	47.6	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	119	100.0	32.1	50.9	12.3	4.7	26.4	Yes	Yes
Gender									
Male	55	100.0	34.7	42.9	18.4	4.1	32.7	N/A	N/A
Female	64	100.0	29.8	57.9	7.0	5.3	21.1	N/A	N/A
Racial/Ethnic Group									
White	41	100.0	30.8	51.3	12.8	5.1	30.8	I/S	Yes
African American	76	100.0	32.8	50.7	11.9	4.5	23.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	86	100.0	20.0	58.7	16.0	5.3	30.7	N/A	N/A
Disabled	33	100.0	61.3	32.3	3.2	3.2	16.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	119	100.0	32.1	50.9	12.3	4.7	26.4	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	119	100.0	32.1	50.9	12.3	4.7	26.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	96	100.0	35.3	51.8	9.4	3.5	21.2	Yes	Yes
Full-pay meals	22	100.0	19.0	47.6	23.8	9.5	47.6	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	119	100.0	56.6	32.1	8.5	2.8	11.3
Gender							
Male	55	100.0	59.2	24.5	10.2	6.1	16.3
Female	64	100.0	54.4	38.6	7.0	0.0	7.0
Racial/Ethnic Group							
White	41	100.0	51.3	33.3	7.7	7.7	15.4
African American	76	100.0	59.7	31.3	9.0	0.0	9.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	86	100.0	50.7	37.3	9.3	2.7	12.0
Disabled	33	100.0	71.0	19.4	6.5	3.2	9.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	119	100.0	56.6	32.1	8.5	2.8	11.3
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	119	100.0	56.6	32.1	8.5	2.8	11.3
Socio-Economic Status							
Subsidized meals	96	100.0	62.4	30.6	5.9	1.2	7.1
Full-pay meals	22	100.0	33.3	38.1	19.0	9.5	28.6

Social Studies							
All Students	119	100.0	45.3	44.3	4.7	5.7	10.4
Gender							
Male	55	100.0	51.0	42.9	4.1	2.0	6.1
Female	64	100.0	40.4	45.6	5.3	8.8	14.0
Racial/Ethnic Group							
White	41	100.0	41.0	43.6	7.7	7.7	15.4
African American	76	100.0	47.8	44.8	3.0	4.5	7.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	86	100.0	33.3	54.7	5.3	6.7	12.0
Disabled	33	100.0	74.2	19.4	3.2	3.2	6.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	119	100.0	45.3	44.3	4.7	5.7	10.4
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	119	100.0	45.3	44.3	4.7	5.7	10.4
Socio-Economic Status							
Subsidized meals	96	100.0	48.2	43.5	5.9	2.4	8.2
Full-pay meals	22	100.0	33.3	47.6	0.0	19.0	19.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	45	100.0	17.1	43.9	39.0	0.0	39.0
	4	44	100.0	68.3	26.8	4.9	0.0	4.9
	5	34	100.0	53.3	36.7	10.0	0.0	10.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	38	100.0	28.6	37.1	31.4	2.9	34.3
	4	44	100.0	36.8	44.7	18.4	0.0	18.4
	5	37	100.0	75.8	15.2	9.1	0.0	9.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	45	100.0	29.3	63.4	7.3	0.0	7.3
	4	44	100.0	26.8	53.7	14.6	4.9	19.5
	5	34	100.0	33.3	50.0	16.7	0.0	16.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	38	100.0	28.6	57.1	8.6	5.7	14.3
	4	44	100.0	26.3	50.0	15.8	7.9	23.7
	5	37	100.0	42.4	45.5	12.1	0.0	12.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	45	100.0	58.5	36.6	2.4	2.4	4.9
	4	44	100.0	56.1	41.5	2.4	0.0	2.4
	5	34	100.0	40.0	26.7	23.3	10.0	33.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	38	100.0	60.0	31.4	5.7	2.9	8.6
	4	44	100.0	44.7	36.8	18.4	0.0	18.4
	5	37	100.0	66.7	27.3	0.0	6.1	6.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	45	100.0	29.3	63.4	4.9	2.4	7.3
	4	44	100.0	46.3	51.2	2.4	0.0	2.4
	5	34	100.0	70.0	30.0	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	38	100.0	28.6	45.7	8.6	17.1	25.7
	4	44	100.0	44.7	50.0	5.3	0.0	5.3
	5	37	100.0	63.6	36.4	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 247)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.1%	Up from 3.9%	4.0%	2.8%
Attendance rate	92.4%	Down from 96.1%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 12.2%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 12.2%	0.0%	0.0%
Eligible for gifted and talented	1.7%	Up from 1.6%	3.9%	10.4%
On academic plans	66.3%	N/AV	49.2%	33.6%
On academic probation	0.0%	N/AV	3.0%	1.0%
With disabilities other than speech	11.5%	Down from 16.8%	7.2%	7.5%
Older than usual for grade	0.0%	No change	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 19)				
Teachers with advanced degrees	52.6%	Down from 58.8%	51.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	7.0%	N/A	4.8%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	2.7%	0.0%
Teachers returning from previous year	79.7%	Up from 75.1%	83.5%	87.3%
Teacher attendance rate	95.7%	Up from 95.1%	94.6%	94.9%
Average teacher salary	\$43,632	Up 1.1%	\$41,406	\$42,485
Prof. development days/teacher	18.9 days	Up from 12.8 days	14.4 days	13.3 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Up from 18.4 to 1	16.4 to 1	18.6 to 1
Prime instructional time	86.5%	Down from 88.9%	88.4%	89.7%
Dollars spent per pupil*	\$8,979	Up 0.1%	\$7,691	\$6,557
Percent of expenditures for teacher salaries*	51.2%	Down from 54.0%	60.8%	64.0%
Percent of expenditures for instruction*	58.4%		68.0%	69.1%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	99.0%	Down from 99.2%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Down from Excellent	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	4.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	No

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Wow, what a marvelous year we have had at M.S. Bailey Elementary! Our main focus this school year has been in the area of writing. All students participated in a school-wide writing prompt each six weeks. These prompts were scored and used to identify needs and strengths in our students' writing. Teachers met weekly in cluster groups to analyze students' writing and to learn new strategies to teach writing.

This year the Measures of Academic Progress (MAP) test was used to assess our students' progress three times throughout the school year. Students in grades 2-5 were tested in the areas of Reading, Math, and Science. Individual growth goals were set for each student in these academic areas. Ninety-five percent of our students in grades 2-5 met at least one of their academic growth goals in 2005-2006. This is an amazing accomplishment for our students at M.S. Bailey Elementary as they move towards meeting their academic goals.

We are now in our third year of the LINKS (Local Interests and Neighbors helping Kids Succeed) 21st Century Community Learning Center grant. This four-year grant has provided exceptional after-school and summer programs for M.S. Bailey students in grades 3-8 at our school. The 21st Century Community Learning Center grant will end August 1, 2007. As part of our sustainability plan, LINKS has affiliated with the Boys' and Girls' Club, Inc. to continue to provide quality after school and summer programming to our students after the grant period ends.

At M.S. Bailey Elementary, we are building a better world one child at a time.

Get on board. We're going places! Committed to the success of ALL children, we remain

Maureen S. Tiller, Principal
Holly Worthy, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	22	28	18
Percent satisfied with learning environment	90.9%	85.7%	83.3%
Percent satisfied with social and physical environment	85.7%	85.2%	83.3%
Percent satisfied with school-home relations	81.8%	85.2%	88.9%

*Only students at the highest elementary school grade level at this school and their parents were included.